

UNITED STATES DISTRICT COURT  
CENTRAL DISTRICT OF ILLINOIS, PEORIA DIVISION

SA'DA AND TYJUAN JOHNSON, minors, by their	)	
parent and next friend FELICIA JOHNSON, et al.,	)	
	)	
Plaintiffs,	)	
v.	)	Case No. 00-1349
	)	
BOARD OF EDUCATION OF CHAMPAIGN	)	Judge Joe B. McDade
COMMUNITY UNIT SCHOOL DISTRICT #4,	)	
	)	
Defendant.	)	

**REPORT TO COURT OF COLLABORATION PLAN**

The Board of Education of Champaign Community Unit School District #4 submits this Collaboration Plan in response to the Court's July 31 and October 19 Orders.

**INTRODUCTION**

This Report represents the concerted collaborative efforts of both Parties as directed by the Court. Numerous hours were spent in collaboration meetings by the Parties and Counsel. Moreover, Counsel for each Party spent additional time seeking both the expertise and agreement of their clients. For the District, this entailed the on-going inclusion and participation of Central Office Administrators and subsequent presentation for review to the Board and selected campus-level personnel. For Plaintiffs, this has entailed a process of scheduling meetings with their clients to provide them opportunity for critique, recommendation and review. The Collaboration Plan is the culmination of a reasoned and debated set of plans for securing the educational outcomes aspired to in the Court Orders over the remaining months of the Consent Decree.

The Collaboration Plan consists of eight plan components in response to the Court Order of July 31, 2006 instructing the District to "submit a report as to what actions are being taken to

insure compliance with the Second Revised Consent Decree” and to “explicitly identify and address its final targets,” “the procedural steps it intends to take to reach those targets,” and the assigned responsibilities and accountability for those targets, in each of eight areas designated by the Court. The Collaboration Plan is also responsive to the Court’s Order of October 19, 2006 directing the District to “work collaboratively with Plaintiffs to produce a plan...which addresses all areas of the Consent Decree including all objectives and goals as stated in the Education Equity Implementation Plan,” to be responsive to the Court’s Order to “address specific targets, steps and responsibility for accelerating the progress of African American students as agreed under the Second Revised Consent Decree,” and that the Plan “should include a mutually agreed upon process for fulfilling the District’s good faith commitment for the provision of student seats in North Champaign.”

The District wishes to communicate the well-understood urgency in accelerating existing working activities and in implementing additional activities that will increase the prospects for achieving the goals and objectives of the Consent Decree in its remaining months. Achieving this intention will require: enhanced and/or increased capacity of people, resources and skills; continuing monitoring and reallocation of available resources; consistent monitoring and management of practices that work and elimination, revision or replacement of those that are not producing desired results; generating a more intense application of successful efforts; continuing to build a stronger buy-in and contribution on the part of all parties.

The component plans presented here are intended to and crafted to produce an expedited rate of progress. This point has been one of the more substantial challenges in fashioning this report. The Collaboration Plan contains the level of detail that will enable the Court to see the procedural choices and commitments that will realize the goals of the Consent Decree.

Despite the Parties' sincere and good faith commitment to the collaboration process, there have been issues on which the Parties did not reach agreement. There were also concerns raised by the Plaintiffs that were deemed by the District to be outside of the goals and targets of the Consent Decree and its underlying documents. As an example, Plaintiffs requested during this process that the District create a plan to address the quality of facilities for Garden Hills and Dr. Howard Elementary Schools. Although the Consent Decree does not address quality of facilities, the District appreciates the Plaintiffs' concerns, as indicated by the Board of Education's efforts to address the quality of those facilities during last year's referendum process in which a significant portion of the funding sought was intended to address existing or new Northside facilities. The Administration will be asking the Board to reaffirm its commitment to address the quality of those facilities. Similarly, the Parties agreed to continue discussions regarding student assignment at Booker T. Washington Elementary School, even though it is within racial fairness guidelines as defined by the Consent Decree, to increase student diversity. In other areas, the Parties recognize that questions remain regarding the implementation of the procedural steps and have committed to an ongoing process for the District to provide more detail regarding implementation and accountability.

### **OVERVIEW OF THE REPORT**

There are eight plan components covering each of the areas identified by the Court's July 31, 2006 Order: 1) Student Performance, 2) Gifted Education, 3) Special Education, 4) Climate and Discipline, 5) Attendance, 6) Hiring and Staff Placement and Retention, 7) Information Technology, and 8) Northside Seats/Student Assignment. The Report also includes a plan component for the Columbia Center and Alternative Education and contains a separate section on Family/Community Engagement as Appendix A.

Each of the plan components contain the following content:

### **Goals and Targets**

Goals and Targets are set forth at the beginning of each plan component and are taken directly from the Consent Decree Goals and the Education Equity Implementation Plan. The Parties have also identified and included “interim targets” which are aspirational and which are intended to guide the District’s progress in meeting the final Consent Decree goals.

### **Plan Component Charts**

The pages following the statements of Goals and Targets provide Plan Component details. These include:

- **Procedural Steps:** Each procedural step is designed to move the District toward achieving the stated Goals and Targets for the referenced plan component in an effective, efficient and accelerated manner. Where District initiatives and programs have been achieving positive gains, the Collaboration Plan reflects that they will be continued and monitored for ongoing effectiveness. Where expectations have not been met, or where improvements have not been experienced at the desired rates, the Collaboration Plan includes enhanced or modified initiatives or procedural steps. Additionally, the Parties created new procedural steps in many areas to accelerate progress in meeting the Consent Decree goals.
- **Measurability:** In this column, the Parties set forth the means by which the success or failure of the procedural step can be measured.
- **Responsibility:** This column identifies the District personnel responsible for implementing or monitoring each procedural step.

- **Dates:** Each procedural step sets forth a start date, progress check dates and a due date. Where a procedural step is ongoing for the life of the Consent Decree, that is indicated, but the step will be monitored at regular intervals according to the progress check dates.

The Collaboration Plan is organized within each component in a logical and temporal order. For the District, this sequencing was critical and provided its administrators a roadmap for implementation. Plaintiffs requested that an indexed format by sub-topics, attached as Appendix B, also be included to provide more transparency. The Appendix is simply a reorganization of the Collaboration Plan; the content of both versions of the Plan are the same. By providing both formats, the Parties hope to create the broadest possible understanding of the Plan.

### **ACCOUNTABILITY**

The District believes that accountability is a key component of the success of the Collaboration Plan and is of sufficient importance to be addressed in this Introductory Section. The Collaboration Plan designates responsibility and identifies individual positions that have been assigned particular duties with respect to each procedural step. This is recognized, however, as only an initial phase of an accountability process. The accountability process entails clearly expressed and monitored expectations regarding each procedural step. This system is designed to be, first, proactive in encouraging and supportive of practices that are most likely to secure desired results; second, preventive, to anticipate and avoid failed expectations; third, remedial, to respond quickly to slow or limited attainment of aspirations; fourth, rehabilitative, to retrain, reassign or repackage responsibilities as needed in order to maintain progress on the specific procedures. The four stages of the accountability procedures must operate at the campus

level and, when necessary, the central office administrators must act decisively to maintain progress toward the stated goals and targets.

The District will implement the Collaboration Plan and monitor it according to the corresponding “progress check dates” and “due dates” in the charts. The District’s Quarterly Reports will be an integral component of the accountability and monitoring cycle. The District will use these Quarterly Reports to reflect progress in each area and report to the Monitoring Team, Plaintiffs and the community. Additionally, the Parties and the Monitoring Team conduct Quarterly Meetings to review and analyze the most recent Quarterly Report. The Parties will use Quarterly Meetings as “modification points” to review progress under the Collaboration Plan and, where interim targets are not being met, collaboratively identify modifications to the Plan in order to reach the targets.

## **I. Accountability Systems**

The Collaboration Plan designates responsible individuals for each procedural step. However, accountability for results by those individuals, and with regard to satisfying Consent Decree targets overall, is embedded within the larger accountability systems of the District. Individual accountability will vary depending upon the particular step or initiative, the area of the Consent Decree, and the level of the responsible personnel.

### **A. Overview of District Level and Campus Administrators’ Accountability**

Central office administrators are directly responsible for school-level progress in each area and regularly meet with the campuses to monitor their progress. Each principal has a direct supervisor at the central office with whom they meet regularly to evaluate data, specific results and necessary modifications. All the principals also meet every two weeks with the Superintendent, Deputy Superintendent for Equity and other central office administrators to report on their progress and results and to share best practices. Principals conduct classroom

walk-throughs, hold meetings with teachers to review disaggregated classroom data, evaluate teachers, and otherwise hold their entire school accountable for adhering to the principles of the Consent Decree and achieving improved outcomes.

The District's administrator review process applies to every central office administrator, principal, assistant principal and dean. The evaluation tool measures the administrator's implementation of initiatives designed to meet the Consent Decree goals, how well he or she models support for the Consent Decree, and how well he or she infuses the Consent Decree goals into school improvement efforts.

#### **B. Use and Analysis of Data**

The use and analyses of data at the District and campus levels is another component of the accountability system. For example, Student Services meetings are held weekly at each high school and middle school with principals, deans, assistant principals, social workers, counselors and attendance specialists. As part of the procedural steps set forth in the Collaboration Plan, student attendance and student discipline are now standing agenda items at those meetings, and the schools are to review their data and monitor improvement efforts in these areas. Monthly, the Central Office Administrator for the relevant area (e.g., Discipline, Attendance) will meet with the high school and middle school administrators to review their data and monitor improvement efforts. Every other month, similar meetings are held at the elementary schools. Similar meetings and data analyses are conducted for each of the areas in the Consent Decree, as is set forth in the Collaboration Plan.

During the collaboration process, the Parties agreed that with the assistance of the Court Monitor and subsequent to the creation of the Collaboration Plan, they would review and

evaluate the data that is to be gathered for the component steps, the frequency with which the data is gathered and the analysis and reporting that is to be done on the data.

### **C. Addressing Expectations That Are Not Met**

For each of the procedural steps identified in the Collaboration Plan, accountability rests with the personnel identified as “responsible.” If the procedural step does not yield the expected result, the person’s direct supervisor will meet with him or her to determine why the expectation was not met and to identify what steps will be taken in response. These steps may include additional training, resources or support, modification of the procedural step, or modification of duties or discipline. As described above, the Parties will also monitor and adjust the Collaboration Plan during the Quarterly Meetings with the Monitoring Team; District Task Forces will monitor relevant components of the Collaboration Plan; and PIC will continue to serve in an oversight and advisory capacity with regard to education equity. To enable the Task Forces and PIC to function in an effective and efficient manner, the Parties have committed to an expectation that information and materials will be exchanged three days prior to the meeting.

### **D. Sharing Successful Practices**

Communicating and replicating successful procedural steps and initiatives is instrumental in meeting the objectives and goals of the Consent Decree and Education Equity Implementation Plan. Best practices and successful interventions must be shared at all levels of District administration. Every regular Board of Education meeting includes an “Academic Spotlight” on a school and a “Consent Decree Update” through which successful strategies and interventions are shared. At their weekly meetings, the District’s Leadership Team reviews successful approaches that can be replicated or modified for other buildings. During the Principals’ meeting, building leaders learn from one another and replicate positive results. Also,

the Collaboration Plan includes codification of successful processes in order to institutionalize the mechanisms for success.

### **COMMUNITY AND FAMILY ENGAGEMENT**

The Parties agree that both sides have responsibilities related to family and community involvement. The District has committed to holding quarterly informal meetings with African American community leaders and has committed to and encourages community participation in task forces and committees. Plaintiffs' counsel has agreed to work with community members to facilitate African American involvement and awareness on issues related to attendance, achievement, discipline and gifted and talented, and to facilitate Plaintiff participation in District task forces and committees.

Respectfully submitted,

BOARD OF EDUCATION OF CHAMPAIGN  
COMMUNITY UNIT SCHOOL DISTRICT #4

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Dated: March 21, 2007

**CERTIFICATE OF SERVICE**

I hereby certify that on March 21, 2007 I electronically filed the foregoing **REPORT TO COURT OF COLLABORATION PLAN** using the CM/ECF system which will send notification of such filing to the following:

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# **COLLABORATION PLAN**

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# STUDENT PERFORMANCE PLAN

## **Consent Decree Goals:**

- Seek to eliminate unwarranted disparities in the enrollment of minority students in upper level courses.
- Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.

## **Education Equity Implementation Plan**

### ***Objectives***

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the enrollment of minority students in upper level courses.
- The District's objective is to ensure that teachers receive training in, and implement, "Best Practices" in their classrooms by the start of the 2002-2003 school year.
- The District's objective is to incorporate "Best Practices" strategies and curriculum into all classrooms, not just self-contained gifted classes.
- The District's objective is to ensure that curriculum and instructional methods take into account students' diverse learning styles so they feel welcome in all District schools.

### ***Flexible Goals***

- The District's third grade students will be able to read at grade level by the 2003-2004 academic year.
- The District's students will gain at least one grade level each academic year, as measured by standardized tests for math and reading.
- The District's students enrolled in advanced core classes will be within racial fairness guidelines<sup>1</sup> at each grade level in each school.
- By the 2003-2004 school year, the District's course outcome and grade distribution for all students will approximate and be proportional to racial fairness guidelines.
- In accordance with state and federal requirements, the District's students will have access to all programs within the District.

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<sup>1</sup> As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc.

**Interim Targets**<sup>2</sup>

- To the greatest extent practicable, increase enrollment of African American students in upper level courses incrementally each year to meet racial fairness guidelines by June 2009.
- Conduct teacher training in “Best Practices” each year.
- Each school will make adequate yearly progress (AYP) under the federal No Child Left Behind Act (NCLB) per state standards each year.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Conduct and implement staff development and training in “Best Practices” (e.g. innovative interactive research based curriculum and instructional practices) by content and grade level on an annual basis	<ul style="list-style-type: none"><li>• Training Schedules (e.g., Ex. H to District’s 9/22/06 Report) and evaluation summary data</li><li>• Staff development database</li><li>• Classroom observations (standardized instrument)</li><li>• Grade distribution analysis</li><li>• Academic Watch list (6-12)</li></ul>	Deputy Supt.; Directors of Curriculum; Principals	Aug. 2006	<ul style="list-style-type: none"><li>• Quarterly</li><li>• Weekly (classroom observations)</li><li>• Mid-quarter (grade distribution analysis)</li></ul>	Ongoing  Aug. 2007 (staff development database)	
2	Implement differentiated instruction/strategies used for Gifted/Honors for students in all classrooms	<ul style="list-style-type: none"><li>• Classroom observations (standardized instrument)</li><li>• Grade distribution analysis</li></ul>	Principals	Aug. 2004	Quarterly	Ongoing	

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<sup>2</sup> Pursuant to the Parties’ Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District’s good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
3	Intensify implementation of curriculum maps, quarterly assessments and benchmark assessments to evaluate the effectiveness of the District's curriculum and student mastery of the grade level and course standards	<ul style="list-style-type: none"> <li>Quarterly Assessment data</li> <li>Benchmark Assessment data</li> <li>ISAT/PSAE results (3-12)</li> <li>Grade distribution analysis</li> <li>Monitor PEP plans (K-5)</li> <li>Lesson Plans - Campus level (e.g., classroom or grade level plans)</li> <li>Academic Watch list (6-12)</li> <li>Availability of curriculum maps on the District web site</li> </ul>	Deputy Supt.; Curriculum Coordinators; Directors of Curriculum; Principals; Teachers	Aug. 2006	Quarterly	Ongoing	
4	Utilize Mastery Manager to monitor student mastery of grade level content and adjust instruction accordingly	<ul style="list-style-type: none"> <li>Teacher collaboration meetings minutes</li> <li>Teacher survey</li> <li>Mastery Manager training participation rates</li> </ul>	Deputy Supt.; Directors of Curriculum; Curriculum Coordinators; Principals; Teachers	Aug. 2004	Quarterly	Ongoing	
5	Implement the Developmental Reading Assessment (DRA) K-8 to determine students' reading accuracy, fluency and comprehension levels	<ul style="list-style-type: none"> <li>DRA assessments usage rates</li> <li>Increased reading levels (e.g., DRA results)</li> <li>Discontinuation rates for Reading Recovery</li> <li>Monitor grades of students in Flex</li> </ul>	Deputy Supt.; Director of Elementary Curriculum; Curriculum Coordinators; Principals; Teachers	Aug. 2006	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
6	Implement approved reading adoption program in grades K-12 to accelerate students reading on or above grade level	<ul style="list-style-type: none"> <li>Increased reading levels (e.g., DRA results)</li> <li>Increased percentage of African American students reading on grade level</li> <li>ISAT results</li> <li>Quarterly assessment</li> <li>Principal walk-throughs (standardized instrument)</li> <li>Coordinator walk-throughs (standardized instrument)</li> </ul>	Deputy Supt.; Director of Elementary Curriculum; ELA Coordinators; Principals; Teachers	Aug. 2007	Quarterly	Ongoing	
7	Continue implementation of standards-based mathematics curriculum K-12 to accelerate problem-solving and mastery of math concepts	<ul style="list-style-type: none"> <li>Quarterly Assessment data</li> <li>Benchmark Assessment data</li> <li>ISAT scores</li> <li>Principal walk-throughs</li> </ul>	Deputy Supt.; Directors; Math Coordinators; Principals	Aug. 2005	Quarterly	Ongoing	
8	Fully implement AVID program in all secondary schools <ul style="list-style-type: none"> <li>Provide community informational meetings about AVID</li> <li>Review National Site Team evaluation by Level III Task Force</li> <li>Codify entrance and exit criteria, interventions and supports</li> </ul>	<ul style="list-style-type: none"> <li>AVID site team quarterly meeting agenda and minutes</li> <li>Increased African American participation rates in Level III and honors classes</li> <li>National site team annual evaluation</li> </ul>	Deputy Supt.; Director of Equity; AVID Coordinator; Principals	Aug. 2006	Semester	June 2007	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
9	Aggressively recruit to increase participation rates of African American students to a target level of 70-75% of all AVID participants at each school. Special considerations will be taken into account if a school has high overall minority enrollment.	Documentation of African American participation in AVID	Deputy Supt.; Director of Equity; AVID Coordinator; Principals	May 2007	Semester	Ongoing	
10	Enroll and support African American students in upper level courses (schedule African American cohorts in upper level courses).	<ul style="list-style-type: none"> <li>• Documentation of African American student participation in support mechanisms (e.g., tutoring) and grades</li> <li>• Level III and honors participation</li> <li>• Grade rates in Level III and Honors courses</li> <li>• Monitor student schedules</li> </ul>	Deputy Supt.; Directors of Curriculum; Principals; Counselors	Aug. 2003	Quarterly	Ongoing	
11	Maintain Level III Task Force to increase and support successful participation in upper level courses	<ul style="list-style-type: none"> <li>• Adoption of Level III support plan/policy by school board</li> <li>• Task Force meeting minutes and agendas</li> </ul>	Deputy Supt. of Achievement; Directors of Curriculum	Aug. 2006	Monthly	July 2007	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
12	Create PEP plans for elementary and middle school students not achieving at grade level	<ul style="list-style-type: none"> <li>Monitoring PEP plans through completion of plan and described execution of plan</li> <li>Grade reports</li> <li>Parental signature on PEP plan</li> </ul>	Principals; Teachers	Aug. 2002	Quarterly	Ongoing	
13	Enhance the implementation of a tutorial support program and enhance and refine delivery methods	<ul style="list-style-type: none"> <li>Documentation of African American student participation in support mechanisms (e.g., after-school tutoring)</li> <li>Student survey</li> <li>Improvement of tutored students' grades/test scores</li> </ul>	Deputy Supt.; Directors; Principals	Aug. 2006	Quarterly	Ongoing	
14	Develop system-wide pyramids of academic interventions for students working below and above grade level	<ul style="list-style-type: none"> <li>Implementation of pyramids through distribution and training rates for principals and teachers</li> <li>Decreased referrals to Special Education for African American students</li> <li>Increase number of African American students in Level III/AP courses</li> </ul>	Deputy Supt.; Directors; Principals	Oct. 2006	Quarterly	June 2007	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
15	Accelerate use of a credit recovery program for potential dropouts (e.g. NOVEL, NovaNet)	Identification, recommendation, completion, and graduation rates for program participants	Deputy Supt.; Administrator for Special Projects; Dir. of Secondary Curriculum	March 2007	Annually	Ongoing	
16	Hold monthly meetings with all principals to discuss and present effective use of data in improving instruction and accelerating student achievement. Review current research on best practices to accelerate student learning.	Meeting documentation (e.g., minutes and handouts)	Deputy Supt.; Principals	Aug. 2002	Monthly	Ongoing	
17	Hold quarterly meetings with middle and high school principals to evaluate students' progress	<ul style="list-style-type: none"> <li>• Meeting documentation (e.g., minutes and handouts)</li> <li>• Grade distribution analysis</li> <li>• Level III and honors participation rates</li> </ul>	Deputy Supt.; Principals	Aug. 2006	Quarterly	Ongoing	
18	Identify all high school students not on track (credits earned) to graduate in 4 years and provide credit acceleration plan	<ul style="list-style-type: none"> <li>• 4-Year plans</li> <li>• Transcripts</li> <li>• Report card grades</li> <li>• Progress reports</li> <li>• Increased graduation rates</li> </ul>	Director of Secondary Curriculum; Counselors; Principals	Feb. 2007	Quarterly	Ongoing	
19	Develop and "defend" School Improvement Plans (SIP) to Leadership Team and peer review	<ul style="list-style-type: none"> <li>• Summary of SIP ("Plan on a Page")</li> <li>• Rating instrument from the Leadership Team/peer review defense</li> </ul>	Deputy Supt.; Director of Secondary Curriculum; Principals	Aug. 2005	Annually	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
20	Monitor implementation of Grading Policy	Grade distribution analysis	Deputy Supt.; Principals	Aug. 2006	Quarterly	Ongoing	
21	Continue to review curriculum handbook and course offerings to ensure academic rigor and the elimination of low level classes	<ul style="list-style-type: none"> <li>Benchmark offerings against high-performing districts</li> <li>Provide classroom enrollment disaggregated by race, course and section</li> </ul>	Curriculum Dept.; High School Principals	Aug. 2006	Quarterly	Ongoing	

# GIFTED EDUCATION PLAN

## **Consent Decree Goals:**

- Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted programs and to operate such programs in an educationally sound and non-discriminatory manner.

## **Education Equity Implementation Plan**

### ***Objectives***

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to gifted education.
- The District's objective is to ensure gifted program is educationally sound and non-discriminatory.

### ***Flexible Goals***

- The District will initially identify eligible students for each of the gifted and talented programs, cluster/enrichment and self-contained classes, within racial fairness guidelines at each school level.<sup>3</sup>
- The District will enroll students in gifted programs, cluster/enrichment and self-contained classes, within racial fairness guidelines at each school level.

## **Interim Targets<sup>4</sup>**

- Maintain African American enrollment in elementary school enrichment program within racial fairness guidelines and increase enrollment to the greatest extent practicable.
- To the greatest extent practicable, enroll African American students in middle school gifted/honors classes within racial fairness guidelines by June 2007 and maintain such enrollment through June 2009.
- To the greatest extent practicable, increase enrollment of African American students in elementary school self-contained classes incrementally each year to meet racial fairness guidelines by June 2009.

3 As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc. EEIP pg. 1 footnote 3.

4 Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Codify procedures for Gifted and Enrichment programs and upper level courses	<ul style="list-style-type: none"> <li>Codification of procedures</li> <li>Consistent application of Gifted and Enrichment initiatives</li> </ul>	Dir. of Gifted	Oct. 2006	Apr. 2007	June 2007	
2	Increase recognition of successful African American students in the gifted program	<ul style="list-style-type: none"> <li>Documentation of recognition efforts/events</li> <li>Increased African American enrollment in gifted program</li> <li>Retention of African American students in gifted program</li> </ul>	Dir. of Gifted; Principals	Oct. 2006	Quarterly	Ongoing	
3	Develop networking opportunities for African American gifted and enrichment students moving into middle school honors programs	<ul style="list-style-type: none"> <li>Documentation of networking opportunities</li> <li>Increased African American enrollment in middle school honors program</li> <li>Retention of African American students in honors program</li> </ul>	Dir. of Gifted; Principals	Dec. 2006	Quarterly	Ongoing	
4	Provide after-school tutoring options for middle school honors students and work with community organizations to promote tutoring options for students	<ul style="list-style-type: none"> <li>Documentation of tutoring services</li> <li>Grade improvement of tutored African American students</li> <li>Retention of honors students</li> </ul>	Dir. of Gifted; Principals	Feb. 2007	Monthly	Ongoing	
5	Ensure all first grade students are screened for gifted program except where special needs preclude testing	<ul style="list-style-type: none"> <li>Number of screened 1<sup>st</sup> graders</li> </ul>	Dir. of Gifted; Principals; Enrichment Specialists	Fall 2006	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
6	Automatically enroll self-contained elementary gifted students into middle school honors courses and enrichment students where appropriate	<ul style="list-style-type: none"> <li>Monitor course enrollments</li> </ul>	Dir. of Gifted; Dir. of Secondary Curriculum; Principals; Counselors	Spring enrollment 2007	Annually	Ongoing	
7	Automatically enroll 8 <sup>th</sup> grade honors students in upper level high school courses	<ul style="list-style-type: none"> <li>Monitor course enrollments</li> </ul>	Dir. of Gifted; Dir. of Secondary Curriculum; Principals; Counselors	Spring enrollment 2007	Annually	Ongoing	
8	Seek to increase African American staff teaching gifted classes	<ul style="list-style-type: none"> <li>Increased African American staffing for gifted classes</li> </ul>	Asst. Supt. Human Resources; Dir. of Gifted; Principals	Apr. 2007	Annually	Ongoing	
9	Intensify staff development regarding identification of giftedness among traditionally underrepresented students; focus on buildings with lowest identification of African American students in Gifted program	<ul style="list-style-type: none"> <li>Documentation of completed staff development and use of acquired knowledge</li> <li>Increased African American enrollment in gifted program</li> </ul>	Dir. of Gifted; Dir. of Secondary Curriculum	Aug. 2006	Annual scheduled training	Ongoing	
10	Ensure that gifted students are not segregated from the regular school population for recess, lunch, music, PE, except when schedules do not allow	<ul style="list-style-type: none"> <li>Monitor classroom schedules</li> </ul>	Dir. of Gifted; Dir. of Student Achievement and Equity; Principals	Aug. 2006	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
11	Meet with Parent Advisory Committee and encourage diverse participation, including Plaintiff community representative	<ul style="list-style-type: none"> <li>Meeting minutes and committee composition</li> <li>Maintain or increase diverse parent participation</li> </ul>	Dir. of Gifted	1995	Oct., Jan. and Apr. (annually)	Ongoing	
12	Review the impact of current school assignment policies to determine impact on gifted participation by African American students	<ul style="list-style-type: none"> <li>Compile and examine reasons for non-acceptance of Gifted participation by African American students</li> </ul>	Dir. of Gifted	Jan. 2007	Quarterly	Ongoing	
13	Evaluate the Enrichment Program as part of the formal District program evaluation (STEP)	<ul style="list-style-type: none"> <li>STEP evaluation and report</li> </ul>	Dir. of Gifted; Dir. of Student Achievement and Equity	In STEP Schedule	2008	Ongoing	

# SPECIAL EDUCATION PLAN

## **Consent Decree Goals:**

- Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education programs and to operate such programs in an educationally sound and non-discriminatory manner.

## **Education Equity Implementation Plan**

### ***Objectives***

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education.

### ***Flexible Goals***

- In accordance with federal and state law requirements, the District will refer and identify students in each special education category for each school level within racial fairness guidelines.<sup>5</sup>
- Beginning the 2000-2001 academic year, the District will sample the evaluations and placements for students in identified special education categories each academic year in order to facilitate and monitor the implementation plan.

## **Interim Target<sup>6</sup>**

- To the greatest extent practicable, eliminate identified unwarranted disparities in the assignment of minority students to each special education category with the goal of reducing such disparities by at least one third each year.

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<sup>5</sup> As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc. EEIP pg. 1, footnote 3.

<sup>6</sup> Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Maintain Special Education Task Force to review special education equity issues and review related reports, and monitor implementation of Consent Decree SPED objectives and interim targets (e.g. BST composition)	<ul style="list-style-type: none"> <li>Progress in meeting annual Task Force objectives</li> <li>Task Force meeting minutes</li> <li>PIC meeting updates</li> </ul>	Dir. of Special Education; SETF members	Mar. 2005	Monthly	Ongoing	
2	Develop and implement 3-year plan to provide cultural diversity training for campus administrators, pupil services personnel and teachers (representation from each building is ensured on a rotating basis)	<ul style="list-style-type: none"> <li>Documentation of training sessions</li> <li>Principal walk-throughs (standardized instrument)</li> <li>Special education site reviews</li> </ul>	Deputy Supt.; Dir. of Special Education; Dir. of Secondary Education; Directors; SpEd Administrators; Principals	Mar. 2007	Mar. 2007 At least Quarterly in 2008, 2009	June 2009	
3	Conduct a comprehensive analysis of referral rates of African American and non-African American students who are identified for Special Education with comparable academic/behavioral profiles	<ul style="list-style-type: none"> <li>Review of referral rates</li> <li>Reduction of unwarranted in placements</li> <li>Determination of the feasibility of the comparison (e.g. explore existing database)</li> </ul>	Dir. of Special Education; Special Education Equity Coordinator	May 2007	Annually	Ongoing	
4	Review implementation of recommendations from SpEd audits and reports that will contribute to reducing unwarranted referrals	<ul style="list-style-type: none"> <li>Progress in implementing recommendations</li> <li>Reduction of unwarranted referrals</li> </ul>	Deputy Supt.; Dir. of Special Education	June 2007	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
5	Reconvene program evaluation team to review implementation of BST program evaluation recommendations	<ul style="list-style-type: none"> <li>Assess status/efficiency of implemented recommendations</li> <li>Identify recommendations to continue or modify</li> </ul>	Dir. of Special Education; Principals	Aug. 2006	Quarterly	June 2007	
6	Develop system-wide pyramids of academic and behavioral interventions for students working below and above grade level	<ul style="list-style-type: none"> <li>Implementation of pyramids</li> <li>Increased reading scores</li> <li>Decreased unwarranted referrals of African American students to Special Education</li> </ul>	Deputy Supt.; Directors; Principals	Oct. 2006	Quarterly	June 2007	
7	Create comprehensive BST manual with procedures, forms and pyramids of intervention	<ul style="list-style-type: none"> <li>Delivery of and training on BST Manual</li> <li>Intervention strategies to reduce unwarranted referrals of African American students</li> </ul>	Deputy Supt.; Dir. of Special Education; Director of Secondary Curriculum	Oct. 2006	Monthly	June 2007	
8	Implement BST intervention strategies and document implemented strategies	<ul style="list-style-type: none"> <li>BST logs/summaries</li> <li>Reduce unwarranted referrals of African American students</li> </ul>	Dir. of Special Education; SpEd Administrators Principals	2005	<ul style="list-style-type: none"> <li>Monthly (campus)</li> <li>Quarterly (District)</li> </ul>	Ongoing	
9	Provide written notification to parents/guardians when a student is referred to BST, invite their participation in the BST process, connect to community advocacy groups as appropriate and provide written notification of BST meeting results	<ul style="list-style-type: none"> <li>Written notification provided to parents/guardians</li> <li>Parent involvement</li> </ul>	Dir. of Special Education; Principals; Building Support Team Members	August 2006	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
10	Develop and implement a continuum of service delivery options of instructional and behavioral supports for resource/inclusion and self-contained SPED students	<ul style="list-style-type: none"> <li>• Building level audits of IEPs</li> <li>• Principal walk-throughs</li> <li>• Quarterly assessment data</li> </ul>	Dir. of Special Education; Principals; Special Education teachers	Mar. 2007	Quarterly	Ongoing	
11	Establish or expand relationships with local agencies to facilitate minority family engagement in Special Education referral and education processes and, if necessary, explore securing support for ombudsman	<ul style="list-style-type: none"> <li>• Feedback from family focus groups</li> <li>• Inventory of current practices regarding family comprehension and engagement</li> </ul>	Dir. of Special Education; Special Education Equity Coordinator; Social Workers; Principals; Parent Coordinators	April 2007	Quarterly	Ongoing	
12	Ensure that SpEd students transferred to Columbia Center for discipline infractions are transferred with appropriate SpEd placement and services.	<ul style="list-style-type: none"> <li>• Audit of Columbia IEPs</li> </ul>	Dir. of Special Education; Columbia Principal; Case Managers	Aug. 2006	Quarterly	Ongoing	

# COLUMBIA CENTER AND ALTERNATIVE PROGRAMS PLAN

## **Education Equity Implementation Plan**

### ***Objectives***

- The District's objective is to eliminate, to the greatest extent practicable, the disparities between the achievement levels of minority and majority students.

### ***Flexible Goals***

- The District's students enrolled in alternative programs or Columbia Center's Middle and High School will be within racial fairness guidelines at the school level for each set of transfers, District referrals and self-referrals.<sup>7</sup>
- The District's students referred to private alternative day programs will be within racial fairness guidelines at each school level.

### **Interim Targets<sup>8</sup>**

- To the greatest extent practicable, eliminate identified unwarranted disparities in student enrollment in Unit 4 alternative programs or Columbia Center Middle and High Schools with the goal of reducing such disparities by at least one third each year.
- To the greatest extent practicable, eliminate identified unwarranted disparities for students referred to private alternative day programs with the goal of reducing such disparities by at least one third each year.

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<sup>7</sup> The District's students who are enrolled in alternative programs or Columbia Center's Middle and High Schools for violation objective categories of the discipline code (e.g., weapons, sale or possession of drugs, violence) are not subject to racial fairness guidelines.

<sup>8</sup> Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Reconvene Alternative Education Task Force (including Plaintiff community representative and counsel) to monitor the <u>Columbia Center and Alternative Programs Plan</u>	Establish objectives, initial agendas and detailed timelines for Task Force	Asst. Supt. for Achievement and Pupil Services; Dir. of Secondary Curriculum; Columbia Principal	Apr. 2007	Quarterly	Ongoing	
2	Codify steps for alternative placement process: <ul style="list-style-type: none"> <li>• Placements consistent with program profiles</li> <li>• Document intervention steps taken</li> <li>• Document parental involvement</li> <li>• Monitor the implementation of the process</li> </ul>	<ul style="list-style-type: none"> <li>• Written procedures</li> <li>• Adherence to placement criteria</li> <li>• Consistent application of procedures for appropriate placement of African American students</li> </ul>	Alternative Placement Comm.; Asst. Supt. for Achievement and Pupil Services	Sept. 2006	NA	Jan. 2007	
3	Review student placement reports to ensure placements are nondiscriminatory, appropriate and efficacious	<ul style="list-style-type: none"> <li>• Review alternative placements to eliminate any unwarranted disparities</li> <li>• See Discipline Plan Item #4</li> </ul>	Alternative Placement Comm; Asst. Supt. for Achievement and Pupil Services	Aug. 2006	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
4	Ensure that SpEd students transferred to Columbia Center are transferred with appropriate SpEd placement and services.	<ul style="list-style-type: none"> <li>The Administration will share pre and post transfer IEP services with Plaintiffs' counsel and Monitoring Team after entry of a protective order.</li> <li>Audit of Columbia IEPs</li> </ul>	Dir. of Special Education; Columbia Principal; Case Managers	Aug. 2006	Quarterly	Ongoing	
5	Provide academic interventions to support remediation or acceleration in student achievement: <ul style="list-style-type: none"> <li>Intake academic assessment of all students</li> <li>Individualized instruction plans</li> </ul>	<ul style="list-style-type: none"> <li>Intake assessments</li> <li>Individualized instruction plans</li> </ul>	Dir. of Secondary Curriculum; Columbia Principal	Feb. 2007	Quarterly	Ongoing	
6	Identify school districts with successful programs for at risk students to solicit information on best practices	Identification of and assessment of best practices for at-risk students	Asst. Supt. for Achievement and Pupil Services	Feb. 2007	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
<b>COLUMBIA CENTER</b>							
7	Maintain teachers certified in content area	Certification of all teachers	Asst. Supt. for Achievement and Pupil Services; Asst. Supt. for Human Resources; Columbia Principal	Aug. 2006	Quarterly	Ongoing	For SY06-07, all staff are certified except for one long-term math substitute
8	Identify staffing needs; identify and implement staff recruitment and retention initiatives; identify Alternative Education teachers as a shortage area	Hiring and retention of appropriate staff	Asst. Supt. for Achievement and Pupil Services; Asst. Supt. for Human Resources; Columbia Principal	Aug. 2006	Quarterly	Ongoing	For SY06-07 added staff: new Principal, literacy specialist, resource teacher, aides, full-time counselor, hall monitor, school resource officer
9	Align Columbia Center MS and HS curriculum with District/State standards and offer appropriate curriculum and courses to meet student needs	<ul style="list-style-type: none"> <li>Implementation of curriculum maps</li> <li>Improved academic performance of African American students</li> </ul>	Deputy Supt. of Curriculum Design; Columbia Principal	Aug. 2006	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
10	Provide appropriate counseling and behavior modification interventions, if needed, to meet the social/emotional needs of students and facilitate successful transition to home campus	<ul style="list-style-type: none"> <li>Review counselor and social worker documentation of student contact</li> <li>Review referrals to partnering social services agencies</li> <li>Implementation of behavior modification intervention programs, if needed</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal; Transition Coordinator	Jan. 2007	Quarterly	Ongoing	
11	<ul style="list-style-type: none"> <li>Prior to the beginning of the school year, provide professional development in Positive Behavior Facilitation (PBF) to all faculty and staff involved in the instructional process</li> <li>Provide professional development in Therapeutic Crisis Intervention (TCI) for Deans, Assistant Principals and staff who work with ED students</li> <li>Participate in District-wide professional development</li> </ul>	<ul style="list-style-type: none"> <li>Staff development database</li> <li>Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal	Aug. 2006	Quarterly- [Begin Training ASAP Special Superintendent emphasis]	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
12	Reinvigorate implementation of Transition Support System, including meetings every three weeks with transition teams at home schools	<ul style="list-style-type: none"> <li>Documentation of transition meetings and full staff participation</li> <li>Successful transition of students</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal; Home School Principals; Transition Coordinator	Aug. 2006	Quarterly	Ongoing	
13	Submit comprehensive Columbia transition reports to Plaintiffs and Monitoring Team	Distribution of transition reports (via Quarterly Reports)	Asst. Supt. for Achievement and Pupil Services	March 2007	Quarterly	Ongoing	
14	Recognizing the specialized needs of students enrolled in the program, the District will intensify its efforts to improve academic outcomes at Columbia Center and the new Academic Alternative School.	<ul style="list-style-type: none"> <li>Individualized instruction plans</li> <li>Improved academic performance of students</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Columbia Principal	Mar. 2007	Quarterly	Ongoing	
<b>PILOT ACADEMIC ALTERNATIVE SCHOOL</b>							
15	Establish academic alternative school model (target initial enrollment of 50 students) and identify and establish preferred outcomes for alternative high school graduates	<ul style="list-style-type: none"> <li>Identify and recommend school models</li> <li>Establish preferred outcomes</li> </ul>	Asst. Supt. for Achievement and Pupil Services	Aug. 2006	Monthly	Aug. 2007	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
16	Establish timeline to complete planning and implementation steps (e.g. designing appropriate curriculum, identify facility and community partnerships, identifying the application process and guidelines, creating diverse screening teams, hiring of instructional staff, orientation and communication with the public)	Distribution of timeline information to PIC	Asst. Supt. for Achievement and Pupil Services	Aug. 2006	Monthly	Apr. 2007	
17	Conduct interim planning steps	Completion of interim planning steps	Asst. Supt. for Achievement and Pupil Services	Aug. 2006	Monthly	Aug. 2007	
18	Identify a facility for the Alternative School	Proposal of facility site to Board	Asst. Supt. for Achievement and Pupil Services	Aug. 2006	Monthly	Apr. 2007	
19	Open school for start of SY2007-2008	School opening	Asst. Supt. for Achievement and Pupil Services	NA	NA	Aug. 2007	
20	Pursue, through grants, additional funding for alternative academic school	Grant proposal(s)	Asst. Supt. for Achievement and Pupil Services	Mar. 2007	Quarterly	Ongoing	

# CLIMATE AND DISCIPLINE PLAN

## **Consent Decree Goals:**

- Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools.
- Seek to use discipline as an intervention strategy only and as a means to improve student performance and academic behavior.

## **Education Equity Implementation Plan**

### ***Objectives***

- The District's objective is to provide educational tools and alternative learning resources to eliminate to the greatest extent practicable unwarranted disparities in student discipline.
- The District's objective is to view and use student discipline as an intervention strategy only and as a means to improve student performance and academic behavior.

### ***Flexible Goals***

- The District will reduce the total number of student suspensions in the District each year by an amount consistent with District-wide and building goals through the use of the PBIS process.
- The District will dispense discipline to students in each category of discipline within racial fairness guidelines for each school level.<sup>9</sup>
- The District will dispense discipline to students such that minority and non-minority students receive comparable discipline for comparable misconduct.

## **Interim Targets<sup>10</sup>**

- To the greatest extent practicable, eliminate identified unwarranted disparities in student discipline with the goal of reducing such disparities by at least one third each year for the Consent Decree goals, objectives and flexible goals stated above.

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<sup>9</sup> As used in the EEA, EEM, CCM and OCR Agreement, the definition of minority in this document is African American. Multi-racial students of African American descent are also included in the definition of minority. See Educational Equity Agreement, p. 3, fn. 4. In addition, as used throughout this Plan, the term "racial fairness guidelines" means +/-15% of the district-wide minority ratio. The district-wide minority ratio will be based on three-year average of enrollment statistics. "School level" means all elementary schools, the three middle schools or both high schools, as applicable. The racial fairness guidelines do not apply to students who have violated objective categories of the discipline code such as those involving weapons, sale or possession of drugs, violence, etc. EEIP pg. 1 footnote 3.

<sup>10</sup> Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Revised Discipline Advisory Committee (Combined School Safety Committee and Disciplinary Oversight Committee) <ul style="list-style-type: none"> <li>Quarterly meetings to review and update Student Code of Conduct, review discipline data trends and initiatives and prior recommendations of School Safety Committee</li> </ul>	<ul style="list-style-type: none"> <li>Annual update of Student Code of Conduct</li> <li>Assess progress in meeting annual objectives</li> <li>Distribute agenda and meeting minutes</li> </ul>	Asst. Supt. for Achievement and Pupil Services	Oct. 2006	Quarterly	Ongoing	
2	Provide annual staff training on updated Student Code of Conduct	<ul style="list-style-type: none"> <li>Consistent implementation of Student Code of Conduct</li> <li>Training documentation</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2002	Annually	Ongoing	
3	Establish Discipline Equity Task Force <ul style="list-style-type: none"> <li>Monthly meetings to review data, practices and inform operational changes</li> <li>Task Force reports to PIC</li> </ul>	<ul style="list-style-type: none"> <li>Establish objectives, initial agendas and detailed timelines</li> <li>Review and revise strategies to achieve reductions in unwarranted disparities in discipline</li> </ul>	Asst. Supt. for Achievement and Pupil Services	Apr. 2007	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
4	Conduct weekly building level meetings to review discipline data as it relates to equity	<ul style="list-style-type: none"> <li>Review: 1) how many disciplinary incidents occurred; 2) the types of incidents; 3) patterns in which teachers are issuing discipline; 4) whether discipline is issued equitably; and 5) whether the discipline is proportional to the offense</li> <li>Document discipline reviews</li> </ul>	Administrative Team at the Building Level	Aug. 2006	Monthly	Ongoing	
5	Conduct monthly meeting to review discipline data with Assistant Superintendent at High Schools and Middle Schools and devise intervention plans for staff or students, as appropriate	See #4 above	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2006	Monthly	Ongoing	
6	Conduct meetings every other month to review discipline data with Assistant Superintendent at Elementary Schools and devise intervention plans for staff or students, as appropriate	See #4 above	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2006	Every other month	Ongoing	
7	Conduct monthly meetings with Principals and Central Office Administrators with discipline as recurring agenda item	<ul style="list-style-type: none"> <li>Meeting agendas and minutes</li> <li>Assess reductions in unwarranted disparities in discipline</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2006	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
8	Provide students, who are out of school for a disciplinary reason, opportunities to make up academic work in a timely manner in accordance with the Grading Policy	<ul style="list-style-type: none"> <li>Documentation in Code of Student Conduct</li> <li>Monitor implementation of assignment form (standardized instrument)</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals; Deans	Feb. 2007	April 2007	Ongoing	
9	Implement alternative methods to address tardies to avoid escalating disciplinary consequences that result in lost instructional time	<ul style="list-style-type: none"> <li>Identify and recommend alternative practice</li> <li>Reduced lost instructional time</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Dec. 2006	Monthly	Feb. 2007	
10	Train high school administrators and teachers on PBF <ul style="list-style-type: none"> <li>Goal is to train 25 teachers per year (training cannot be required under the CBA)</li> </ul>	<ul style="list-style-type: none"> <li>Completed training</li> <li>Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2005	Annual training sessions	June 2009	Administrators: all completed except one high school principal  Teachers: Approx. 90 completed
11	Design and pilot PBF evaluation instrument to determine the efficacy of the program	<ul style="list-style-type: none"> <li>Creation of evaluation instruments</li> <li>Review of evaluation instruments</li> </ul>	Asst. Supt. for Achievement and Pupil Services; High School Principals	Mar. 2007	Monthly	Aug. 2007	
12	Train elementary and middle school administrators and teachers on PBIS <ul style="list-style-type: none"> <li>Goal is to train 25 teachers per year (training cannot be required under the CBA)</li> </ul>	<ul style="list-style-type: none"> <li>Completed training</li> <li>Principal walk-throughs</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2005	Jan. 16, 2007; Feb. 22, 2007; Apr. 17, 2007	June 2009	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
13	Utilize PBIS evaluation instrument to determine efficacy of the program	Review of evaluation instruments	Asst. Supt. for Achievement and Pupil Services; Principals	Aug. 2006	Quarterly	Ongoing	
14	Provide cultural competency and behavior management training to support PBIS at elementary level	Principal walk-throughs	Asst. Supt. for Achievement and Pupil Services	Feb. 2007	Quarterly	Apr. 2007	
15	Assess the efficacy of piloted and ongoing interventions for the improvement of disciplinary outcomes or school climate (e.g. consistent with “whole child” developmental approaches)	<ul style="list-style-type: none"> <li>Identify interventions the District will continue</li> <li>Identify appropriate implementation strategies and appropriate student groups</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Mar. 2007	Quarterly	Ongoing	
16	Promote cultural diversity curriculum and course offerings	<ul style="list-style-type: none"> <li>Curriculum Handbook</li> <li>Increased enrollment in cultural diversity courses</li> </ul>	Deputy Supt.	Fall 2007	Jan. 2008	Ongoing	
17	Review Aber Climate Study recommendations and assess status/efficacy of implemented recommendations	Identify recommendations the District will continue or modify to achieve desired results	Asst. Supt. for Achievement and Pupil Services	Mar. 2007	Quarterly	Ongoing	
18	Conduct a second climate study	Review of climate study report	Deputy Supt.	Fall 2007	Monthly	Spring 2008	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
19	Codify the District's administrative procedures regarding SROs in the schools, including data tracking procedures, with the Monitoring Team Data Specialist and community input	Review documentation of administrative regulations regarding SROs	Asst. Supt. for Achievement and Pupil Services	Spring 2007	Monthly	July 2007	
20	Enhanced use of student mentoring programs	Mentoring program evaluation instrument	District Mentoring Coordinator	Aug. 2006	Annually	Ongoing	
21	Provide diversity training: <ul style="list-style-type: none"> <li>to all new teachers annually</li> <li>to other teachers on a three-year cycle</li> </ul>	<ul style="list-style-type: none"> <li>Staff Training Schedules</li> <li>Staff development database</li> </ul>	Deputy Supt.	Aug. 2006	Annually	Ongoing	
22	Implement school safety plans encompassing suggestions made by School Safety Committee, as appropriate; ensure school safety plan crisis teams are diverse and involve community members	<ul style="list-style-type: none"> <li>School safety plans</li> <li>District safety plans</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals	Spring 2006	Annually	Ongoing	
23	Prior to suspension based on nonphysical acts, staff must document interventions and alternatives provided to students	<ul style="list-style-type: none"> <li>Documentation of interventions</li> <li>Student suspension letters</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals; School staff	April 2007	Quarterly	Ongoing	

## ATTENDANCE PLAN

### **Education Equity Implementation Plan**

#### ***Flexible Goal***

- The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.

#### **Interim Target<sup>11</sup>**

- At each school, decrease by one-third each year the difference between the 2005/2006 attendance rate and the attendance rate goal of 95%.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Focus on students for whom minor improvements in attendance would produce meaningful system-wide improvements in achievement	Increased attendance for non-chronic truants	Administrator for Special Projects; Principals; School-level attendance teams	Aug. 2006	Monthly	Ongoing	
2	Establish an attendance improvement committee which addresses strategies to increase attendance, reduce dropouts and coordinate with campus attendance improvement teams	<ul style="list-style-type: none"> <li>• Establish annual objectives and meeting agendas</li> <li>• Assess progress at meeting annual objectives</li> </ul>	Administrator for Special Projects; Attendance Improvement Committee	Nov. 2002	Monthly	Ongoing	

<sup>11</sup> Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
3	Establish district-wide incentives to improve attendance	<ul style="list-style-type: none"> <li>Identify and implement incentives</li> <li>Increased student attendance rates to meet interim target</li> </ul>	Administrator for Special Projects; Principals	Sept. 2006	Monthly	Feb. 2007 and Annually	
4	Monitor compliance with <u>Attendance Procedures and Guidelines</u>	<ul style="list-style-type: none"> <li>Principals review logs to assess compliance and share log information with Principal Supervisors</li> </ul>	Administrator for Special Projects; Principal Supervisors; Principals	Oct. 2006	Weekly/Monthly	Ongoing	
5	Conduct weekly building level meetings to review attendance data and to develop strategies to address the trends	<ul style="list-style-type: none"> <li>Review data/trends</li> <li>Identify and implement strategies</li> </ul>	Principal Supervisors; Principals	Sept. 2006	Weekly	Ongoing	
6	Conduct monthly meetings with principals, deans, student service coordinators, social workers, and counselors to review attendance data, trends and strategies	<ul style="list-style-type: none"> <li>Examine agenda and meeting minutes for indications of progress</li> <li>Efficacy of strategies to address current trends</li> </ul>	Administrator for Special Projects; Principals	Sept. 2006	Monthly	Ongoing	
7	When a decrease in attendance is observed in monthly data analysis, develop an immediate attendance improvement initiative	<ul style="list-style-type: none"> <li>Effective implementation of initiatives and interventions</li> </ul>	Administrator for Special Projects; Principals; School-level attendance teams	Sept. 2006	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
8	Design and implement an annual attendance improvement incentive program at each school	<ul style="list-style-type: none"> <li>Effective implementation of incentive program</li> <li>Increased student attendance rates to meet interim target</li> </ul>	Dept. Supt.; Asst. Supt. for Achievement and Pupil Services; Dir. Equity and Achievement; Principals	Aug. 2006	Annually	Ongoing	
9	Provide a credit recovery program for potential dropouts (e.g. NOVEL, NovaNet)	<ul style="list-style-type: none"> <li>Identify and recommend program participants</li> <li>Decreased dropout rate</li> </ul>	Administrator for Special Projects	Nov. 2004	Annually	Ongoing	
10	Create and analyze Cognos reports for attendance clusters (i.e., students that walk, asthma, pregnancy, teen parents, etc.) <ul style="list-style-type: none"> <li>Develop interventions for attendance cluster patterns</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance rates of clusters</li> </ul>	Dir. Data Management; Administrator for Special Projects	Sept. 2006	Monthly	Ongoing	
11	Hold student focus groups of students with attendance issues to identify and address concerns and make recommendations for improved attendance	<ul style="list-style-type: none"> <li>Review meeting notes and identify recommendations to implement</li> <li>Effective implementation of agreed-upon recommendations</li> </ul>	Attendance Outreach Staff	Sept. 2005	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
12	Create and implement strategies to inform parents of the importance of attendance and tips to improve attendance (e.g., brochure with tips for parents to improve attendance, parent education workshops, parent surveys)	<ul style="list-style-type: none"> <li>Documentation of implemented strategies (e.g., distribution of brochure, workshop schedule)</li> <li>Increased student attendance rates to meet interim target</li> </ul>	Attendance Improvement Committee	Sept. 2005	Annually	Ongoing	
13	Implement Phone Master automated dialing program to call parents	<ul style="list-style-type: none"> <li>Review of phone log to determine compliance with established procedures</li> </ul>	Administrator for Special Projects	Oct. 2006	Dec. 2006	Mar. 2007	
14	Conduct intensive media campaign to promote attendance (e.g., radio, television, billboards)	<ul style="list-style-type: none"> <li>Correspondence, advertising of initiatives</li> <li>Increased student attendance rates to meet interim target</li> </ul>	Asst. Supt. Human Resources and Community Relations; Administrator for Special Projects	Oct. 2006	Semester	Annually (Fall)	
15	Conduct an intensive community campaign, including the use of volunteers from the community to increase attendance	<ul style="list-style-type: none"> <li>Correspondence with potential volunteers</li> <li>Involvement of community in increasing student attendance</li> </ul>	Dir. of Family Information Center; Dir. of Pupil Services; Counsel for Plaintiffs	Feb. 2005	Annually	Ongoing	
16	Communicate with Ministerial Alliance members and Urban League to discuss attendance improvement	<ul style="list-style-type: none"> <li>Correspondence, meetings</li> <li>Involvement of Ministerial Alliance and churches in increasing student attendance</li> </ul>	Director of Pupil Services	Sept. 2005	Quarterly	Ongoing	Met in Nov. 2006, will continue follow-up

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
17	Attend community outreach meetings to encourage community engagement in attendance initiatives	<ul style="list-style-type: none"> <li>Involvement of community in increasing student attendance</li> </ul>	Administrator for Special Projects; Attendance Outreach Staff	Nov. 2005	Monthly	Ongoing	
18	Codify role of attendance outreach staff/family liaison to be consistent with these procedural steps	<ul style="list-style-type: none"> <li>Job description</li> <li>Performance of duties consistent with procedural steps</li> </ul>	Director of Pupil Services	April 2007	Monthly	June 1	
19	Ensure attendance outreach staff make connections to families of students with attendance issues	<ul style="list-style-type: none"> <li>Contact logs</li> </ul>	Administrator for Special Projects; Attendance Outreach Staff	April 2007	Quarterly	Ongoing	
20	Identify services that may assist students and their families with attendance problems (e.g., emergency child care services) and make families aware of services that may fit their particular needs	<ul style="list-style-type: none"> <li>Community services referral list</li> </ul>	Attendance Outreach Staff	Sept. 2006	Quarterly	Ongoing	
21	Coordinate efforts with the Family Information Center and the Department of Achievement and Pupil Services for attendance improvement	<ul style="list-style-type: none"> <li>Identification, implementation and assessment of strategies</li> <li>Increased student attendance rates to meet interim target</li> </ul>	Asst. Supt. of Achievement and Pupil Services; Dir. of Family Information Center; Dir. Of Pupil Services	Sept. 2006	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
22	Implement strategies to address absenteeism for health-related reasons (e.g., mobile clinics, encourage early physicals, possibility of health education by District Nurses on asthma medication use, etc.)	<ul style="list-style-type: none"> <li>• Documentation of strategies (e.g., mobile clinic schedule of visits)</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Administrator for Special Projects; Dir. Family Information Center	Sept. 2006	Quarterly	Ongoing	
23	Work with curriculum department to provide curriculum pathways and instructional strategies to successfully engage students in school	<ul style="list-style-type: none"> <li>• Interest Survey</li> <li>• High School Students' Four-year Plans</li> <li>• Increased student attendance rates to meet interim target</li> <li>• Decreased dropout rates</li> </ul>	Deputy Supt.	Sept. 2005	Ongoing	Ongoing	
24	Monitor and evaluate current school climate issues to support student attendance and encourage continued enrollment	<ul style="list-style-type: none"> <li>• Implementation of Aber Climate Study Recommendations</li> <li>• Student Focus Groups Feedback</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Asst. Supt. for Achievement and Pupil Services; Principals; Attendance Outreach Staff	Feb. 2007	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
25	Attendance outreach staff review 8 <sup>th</sup> graders in order to alert high schools of incoming students to watch for attendance purposes	<ul style="list-style-type: none"> <li>• Reports to high school administrators regarding students to watch</li> <li>• Early interventions for attendance issues</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Attendance Outreach Staff	Spring, annually	Annually	Ongoing	
26	Dean, counselors and teachers work collaboratively with attendance outreach staff to monitor and to provide a support for students to attend school	<ul style="list-style-type: none"> <li>• Implementation of student supports</li> <li>• Increased student attendance rates to meet interim target</li> </ul>	Deans; Counselors; Teachers; Attendance Outreach Staff	Feb. 2007	Quarterly	Ongoing	
27	Assess the efficacy of piloted and ongoing intervention programs for the improvement of school climate (e.g. consistent with “whole child” developmental approaches)	<ul style="list-style-type: none"> <li>• Identify interventions the District will continue</li> <li>• Identify appropriate implementation strategies</li> </ul>	Principals	Feb. 2007	Quarterly	Ongoing	
28	Attend truancy hearings of Unit 4 students (e.g., TAOEP/school staff)	<ul style="list-style-type: none"> <li>• Hearing Attendance Log</li> </ul>	Principals; School staff	Feb. 2007	Annually	Ongoing	
29	Track in Pentamation the start/stop dates of student participation in TAOEP	<ul style="list-style-type: none"> <li>• Datamarts</li> </ul>	Dir. of Info. Tech.; TAOEP Coordinator	Apr 2007	Monthly	Ongoing	

# HIRING AND STAFF PLACEMENT AND RETENTION PLAN

## **Consent Decree Goals:**

- Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.

## **Education Equity Implementation Plan**

### ***Objectives***

- The District's objective is to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity (e.g., changing school climate and closing the achievement gap).

### ***Flexible Goals***

- The District's diversity goal for classified staff is a minority representation at least equal to the proportion of African Americans qualified for jobs not requiring certification in the availability pool.
- The District will hire African American certified and classified staff in accordance with their availability in the Champaign labor market.
- The District will establish at least four at-large teaching positions for assignment to vacancies in schools for diversity purposes in consultation with building principals.
- The District will monitor all hires, transfers and terminations of staff and maintain, through aggressive action, diverse personnel in all schools.

## **Interim Target<sup>12</sup>**

- Maintain a substantial level of racial diversity of certified and classified staff District-wide and at each school level.

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<sup>12</sup> Pursuant to the Parties' Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District's good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Prepare Affirmative Action Equal Employment Opportunity (AAEEO) Report (Reporting period ends September 30 of each year)	Distribute report to hiring administrators, present at community and Board meetings	Asst. Supt. for Human Resources	SY 1990-1991	Annually (Spring)	Annually (Spring)	
2	Develop annual recruitment plans (e.g. identify colleges, job fairs and recruitment teams)	<ul style="list-style-type: none"> <li>• Implementation of recruitment plan</li> <li>• Recruit African American and diverse pool of applicants each year</li> </ul>	Asst. Supt. for Human Resources	Nov. 2006	Annually (Nov.)	Ongoing	
3	Continue to implement successful recruitment strategies (e.g. Grow Your Own, Martin Luther King scholarship, recruitment stipends, etc.)	<ul style="list-style-type: none"> <li>• AAEEO Report (Annual)</li> <li>• Quarterly Reports</li> <li>• Recruit African American and diverse pool of applicants each year</li> </ul>	Asst. Supt. for Human Resources	Aug. 2006	Quarterly	Ongoing	
4	Communicate hiring expectations to principals and intervene as necessary	<ul style="list-style-type: none"> <li>• Administrative evaluation process</li> <li>• AAEEO Report (Annual)</li> <li>• Quarterly Reports</li> <li>• Buildings hire to achieve or maintain a substantial level of racial diversity</li> </ul>	Asst. Supt. for Human Resources; Principals	Aug. 2006	Quarterly	Ongoing	
5	Create an internship/mentoring program to develop and assist certified personnel in preparing for administrator positions	<ul style="list-style-type: none"> <li>• Documentation of internship and mentoring program</li> <li>• African American participation in program</li> </ul>	Asst. Supt. for Human Resources; Director of Human Resources	Aug. 2007	Quarterly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
6	Continue to implement successful retention strategies (e.g. Novice Teacher Program, Minority Teacher Retention Committee) and track retention patterns	<ul style="list-style-type: none"> <li>Administrative evaluation process</li> <li>AAEEO Report (Annual)</li> <li>Quarterly Reports</li> <li>Buildings retain teachers to achieve a substantial level of racial diversity</li> </ul>	Asst. Supt. for Human Resources	Aug. 2006	Quarterly	Ongoing	
7	Codify administrative regulations regarding the hiring and retention process	<ul style="list-style-type: none"> <li>Administrative regulations</li> </ul>	Asst. Supt. for Human Resources	Aug. 2006	Quarterly	June 2007	
8	Encourage meaningful professional engagement and leadership experiences at the campus and District levels	<ul style="list-style-type: none"> <li>Committee involvement</li> <li>Campus involvement</li> <li>Buildings retain teachers to achieve a substantial level of racial diversity</li> </ul>	Asst. Supt. for Human Resources; Principal Supervisors; Principals	Feb. 2007	Quarterly	Ongoing	
9	Monitor staff assignments for equity and access to teaching assignments	<ul style="list-style-type: none"> <li>Equitable course assignments</li> <li>Buildings achieve and maintain a substantial level of racial diversity</li> </ul>	Principals; Principal Supervisors; Asst. Supt. for Human Resources	Feb. 2007	Quarterly	Ongoing	

# INFORMATION TECHNOLOGY PLAN

## **Education Equity Implementation Plan**

- As Information Technology is not an enumerated area in the Consent Decree, nor is it one of the six sections set forth in the Education Equity Implementation Plan, there are no established objectives or flexible goals in Information Technology. Nevertheless, the Education Equity Implementation Plan states in the introduction:

“The Education Equity Agreement requires the Plan to include ‘monitoring systems.’ The District’s Superintendent and Assistant Superintendent for Equity and Education are primarily responsible for developing and maintaining effective monitoring systems. Monitoring implementation of the Plan begins with collecting and maintaining the ‘right’ baseline data, proceeds to data analysis, moves to preparation and submission of a report on the data, and culminates with a discussion by PIC and the District’s Board and Administration on the meaning of the data and its implications for the Plan. The parties envision quarterly reports on selected areas and an annual report covering all areas. The parties also expect that the data to be collected and maintained will be the same type of data collected and analyzed in the Educational Equity Audit. Further, the parties have agreed that this data will be presented in the same format as the Audit. Indeed, as stated in the Audit, ‘[i]f a district is to enhance expectations of equitable student access and quality student outcomes, that district needs to inspect the very kinds of data that was requested in this educational equity audit.’ Monitoring implementation of the Plan is key to measuring the success of the Plan’s flexible goals and actions and assessing achievement of the Plan’s objectives.” (EEIP pg. ii-iii.)

## **Interim Targets<sup>13</sup>**

- Implement and maintain data collection and extraction to ensure data integrity.
- Increase capacity for data analysis and reporting on Consent Decree areas.

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<sup>13</sup> Pursuant to the Parties’ Ground Rules Agreement for Collaboration Process, interim targets are solely aspirational to guide incremental progress toward final Consent Decree goals. Nothing in the Plan shall modify, or be deemed to modify, the requirements of the Consent Decree. The Parties acknowledge that the District’s good faith is to be determined consistent with relevant case law.

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Restructure IT department <ul style="list-style-type: none"> <li>Hiring</li> <li>Redefine job responsibilities</li> </ul>	Restructured IT department organization and staffing	Unit 4 Board of Education	Aug. 2006	NA	NA	Sept. 2006, two positions created and filled; Oct. 2006, entire team restructured
2	Establish procedures and responsibilities for quality data systems and production	<ul style="list-style-type: none"> <li>Written documentation of procedures for data systems</li> <li>Identification of responsible parties for data systems</li> <li>System audit (e.g. error reports)</li> <li>Internal compliance testing</li> </ul>	Dir. of Information and Instructional Technologies	Sept. 2006	Quarterly	Ongoing	
3	Collaborate with central and campus administrators for delivery of relevant data in a usable format	Document the response to data requests from District personnel and District committees	Dir. of Information and Instructional Technologies; Leadership Team	Sept. 2006	Weekly	Ongoing	
4	Establish training procedures for teaching effective data entry, extraction, analysis and reporting to building principals for each area to facilitate data-driven decisions	<ul style="list-style-type: none"> <li>Documentation of training materials, procedures and personnel</li> <li>Secretarial Handbook</li> </ul>	Dir. of Information and Instructional Technologies; Leadership Team; Principals	Sept. 2006	Monthly	Feb. 2007 for Secretary Handbk; Ongoing for other docum.	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
5	<p>Conduct training with administrators and school personnel as appropriate in each area to teach effective data entry, extraction, analysis and reporting to facilitate data-driven decisions by building and District personnel</p> <ul style="list-style-type: none"> <li>• E.g., monthly training sessions for Discipline and Attendance data entry personnel</li> <li>• E.g., other training on data entry, Pivot tables, charts, Cognos, SQL, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of training</li> <li>• Effective data entry extraction, analysis and reporting</li> </ul>	Dir. of Information and Instructional Technologies; Leadership Team; Principals	Sept. 2006	Monthly	Ongoing	
6	Require at least weekly data entry at the school level (e.g. discipline, attendance)	<ul style="list-style-type: none"> <li>• Weekly data entry</li> <li>• Error Reports</li> <li>• Pentamation Audits</li> </ul>	Dir. of Information and Instructional Technologies; Leadership Team; Principals; Building level administrators	Aug. 2006	Monthly	Ongoing	
7	Maintain data consistency for purposes of comparability on an annual basis	Data reports	Dir. of Information and Instructional Technologies	Sept. 2006	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
8	Establish data auditing procedures to review logical links and trace pathways within the monthly datamart calculating files	<ul style="list-style-type: none"> <li>Establishment of data auditing procedures</li> <li>Cross-Audits</li> <li>Monthly Audit Checklist</li> </ul>	Dir. of Information and Instructional Technologies	Oct. 2006	Monthly	June 2007	
9	Develop and implement functional back-ups	<ul style="list-style-type: none"> <li>Documentation of back-up procedures</li> <li>Ability to restore irretrievable data</li> </ul>	Dir. of Information and Instructional Technologies	Aug. 2006	Daily	Ongoing	
10	Develop and implement cross-training to eliminate a single point of failure	<ul style="list-style-type: none"> <li>Documentation of cross-training</li> <li>Elimination of single point of failure</li> </ul>	Dir. of Information and Instructional Technologies	Oct. 2006	Monthly	Ongoing	
11	Design and implement Quarterly Reporting schedules that allow for sufficient analysis and review	<ul style="list-style-type: none"> <li>Completed annual schedules</li> <li>Timely Quarterly Reporting</li> </ul>	Supt.; Dir. of Information and Instructional Technologies	Jan. 2006	Monthly	June 2007	Schedule completed for SY07
12	Produce Quarterly Reports after first, second and fourth academic quarters of each school year	Completed Quarterly Report	Supt.; Dir. of Information and Instructional Technologies	June 2004	Quarterly	Ongoing	
13	Track in Pentamation the start/stop dates of student participation in TAOEP	<ul style="list-style-type: none"> <li>Datamarts</li> </ul>	Dir. of Info. Tech.; TAOEP Coordinator	Apr 2007	Monthly	Ongoing	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
14	<ul style="list-style-type: none"> <li>Leadership Team, IT and Monitoring Team Data Specialist review Collaboration Plan to determine the data to be collected in each area, the frequency of data collection and reporting mechanisms</li> <li>Meeting with Monitoring Team Data Specialist and Plaintiffs' counsel to review same</li> </ul>	Establish and implement data collection and reporting procedures	Leadership Team; IT Dept.	April 2007	Monthly	May 1	

## DATA COLLECTION, ANALYSIS AND REPORTING

The following information summarizes the District's collection, analyses and reporting of data for Consent Decree purposes. The importance of such data collection, analyses and reporting is underscored by the Education Equity Implementation Plan:

“Monitoring implementation of the Plan begins with collecting and maintaining the ‘right’ baseline data, proceeds to data analysis, moves to preparation and submission of a report on the data, and culminates with a discussion by PIC and the District’s Board and Administration on the meaning of the data and its implications for the Plan. The parties envision quarterly reports on selected areas and an annual report covering all areas. The parties also expect that the data to be collected and maintained will be the same type of data collected and analyzed in the Educational Equity Audit. Further, the parties have agreed that this data will be presented in the same format as the Audit. Indeed, as stated in the Audit, ‘[i]f a district is to enhance expectations of equitable student access and quality student outcomes, that district needs to inspect the very kinds of data that was requested in this educational equity audit.’ Monitoring implementation of the Plan is key to measuring the success of the Plan’s flexible goals and actions and assessing achievement of the Plan’s objectives.”  
(EEIP pg. ii-iii.)

The District collects, analyzes and reports on extensive amounts of data in each area of the Consent Decree in order to make educational decisions that are data-driven and geared to accelerate the progress of African American and all students. The summary below supplements the Information Technology Collaboration Plan and supports the District’s interim targets to (1) implement and maintain data collection and extraction to ensure data integrity, and (2) increase capacity for data analysis and reporting on Consent Decree areas.

In addition to the information identified below, the District collects data for all of the monthly datamart files and templates as required by the Monitoring Team and reports on all data templates contained within each Quarterly Report. Each Quarterly Report also contains an “Information Technology” section which details the data sources, the Information Technology (IT) Department’s work with schools to collect and use data effectively, the prevention/correction of data anomalies, and other IT developments.

## **DATA COLLECTION AND INTERNAL DISTRIBUTION**

### **Weekly Data Collection and Review**

- Campus level data entry and review.
- Weekly entry by campus of discipline data is required.
- Weekly entry by campus of attendance data is required.
- Up-to-date discipline and attendance data are analyzed weekly during campus Student Services meetings with Principals, Deans, Assistant Principals, Social Workers, Counselors and Attendance Specialists.

### **Bi-Monthly Data Distribution**

- IT runs Discipline Data file and posts on Data/Cognos in EOM folder.
- Data Team updates Discipline Datamart Excel file; posts on Admindocs website; emails Distribution list (District Administrators, Principals, Assistant Principals, Deans, Counselors, Student Service Coordinators, etc.) that data files are available.
- Data Team provides campus administrators link to website for data review.
- IT runs Error Reports (for Student Plus) three times prior to the end of each month and disseminates the Error Reports to administrators. Principals are required to correct data entry errors and complete a signed reconciliation report for IT.

### **Monthly Data Distribution**

- IT runs Data file (Enrollment, Attendance, Discipline, HR, and Grades [quarterly]) and posts on Data/Cognos in EOM folder.
- Data Team updates Discipline Datamart Excel file and Enrollment/Attendance/Tardy Datamart File; posts on Admindocs website; emails Distribution list (District Administrators, Principals, Assistant Principals, Deans, Counselors, Student Service Coordinators, etc.) that data files are available.
- Data Team provides administrators link to website for data review.
- Data Team runs Access Queries, and updates almost 140 Excel files for District Data analysis / Consent Decree Reporting.
- Data Team completes updates to PowerPoint Appendices, with links to appropriate charts updated.
- IT provides Discipline, Attendance, and Enrollment PowerPoint files on CD to Principals and District Administration.

### **Quarterly Data for Consent Decree**

- All data templates are prepared as established with the Monitoring Team and included in the District's Quarterly Reports.
- All PowerPoint files are posted on information-sharing program (SharePoint) for the Leadership Team to access.

### Additional Data Collection

- The District reports datamarts and templates to the Monitoring Team on an ongoing basis and in consultation with the Monitor's Data Specialist.
- In addition to the data collected in the District's student information system, the District collects achievement-related data through other mechanisms such as:
  - Quarterly Assessments and Mastery Manager – Students are given quarterly assessments to determine how well they are mastering the curriculum or if instructional techniques need to be revised to help teachers better meet students' needs. Mastery Manager is a web-based assessment tool that gives teachers and Principals immediate feedback and includes reporting of specific data which can be disaggregated by student, teacher, course, section or grade.
  - Data from the Developmental Reading Assessment (DRA), an assessment program designed for teachers to determine students' reading accuracy, fluency and comprehension levels.
  - Student/School results on State standards (e.g., ISAT, PSAE as reported by the Illinois State Board of Education)
- The IT Department also compiles and disseminates specific data as may be requested by Central Office Administrators for certain focus areas. For example:
  - Special Education Enrollment by Grade Level at BTW school
  - Centennial Level III Enrollment of African American Students
  - Attendance Specialists' request for Attendance percentages by race by grade level
  - New students enrolling in the District after October 31 for gifted screening
  - Middle School Achievement pivot tables
  - African American enrollment in Level III and AP courses
  - Suspension reports by campus, ethnicity, gender, grade level and month
- The IT Department responds to training requests, such as:
  - Principal training on attendance data and calculations
  - Training of SPED Department on datamart access and analysis via pivot tables

### School Level Error Reports (run 3 times per month)

- Missing Action date or Offender
- Incident date after action date
- Incident date out of range
- Missing information (TOD or LOC)
- Suspension with no Duration
- Action 30 or more days after incident

## **DATA ANALYSES**

### **Generally**

At the campus level, Principals and school staff analyze the data weekly, monthly and quarterly (identified above). Central Office Administrators analyze the data in the areas for which they are responsible under the Consent Decree, as set forth below.

### **Student Performance**

Administrators analyze secondary student achievement through trend analyses of grade distributions (e.g., Most Frequent/Least Frequent grades; whether grade distribution is within racial fairness guidelines). After an initial analysis, the Deputy Superintendent consults IT and Directors/Principals regarding questions or perceived anomalies in the data. After any issues are resolved, an initial draft of the findings is written by administrators, including qualitative observations that support or contradict the grade distribution data. The findings at the District level are compared with individual school findings for congruency and discord. Any discrepancies from the comparison are investigated and resolved. Final findings from the analyses are reported in the Quarterly Report.

The Deputy Superintendent and Principal Supervisors review grade distribution reports quarterly with High School Principals and quarterly or as needed with Middle School Principals. Principals also review Mastery Manager reports on a quarterly basis. In collaboration with grade level teams, and by department, Principals review Mastery Manager data to modify and adjust instruction to accelerate the progress of the students as well as to develop appropriate intervention strategies.

### **Special Education**

The Special Education department reviews discipline and enrollment data monthly. District administrators analyze discipline data for patterns as it pertains to specific students nearing the maximum amount of allowable days suspended, as well as specific behaviors as related to IEPs (i.e. functional behavior assessments and behavioral intervention plans). The Special Education Department reports any concerns to specific schools for monitoring and follow-up.

Each month, special education administrators cross-reference enrollment data with the EdWin system, the State database for special education. School, grade, and disability category specific analysis is generated and shared with the Deputy Superintendent and school Principals.

Building Support Team (BST) referral data is collected and reviewed at the school and central office levels. The District is completing a BST manual which will include specific procedural requirements for timely reporting of BST information.

The special education department reviews the special education data templates of the Quarterly Reports, conducts analyses of the information and prepares additional narrative explanations for each Quarterly Report.

### Gifted Education

The Gifted/Talented Department reviews the gifted enrollment data monthly. Schools send changes in enrollment to the Director, and these are updated in the Student Plus System. When a student enrolled in the elementary self-contained gifted program leaves the District, the Family Information Center notifies the Director by email. The Director analyzes the gifted data for patterns and reports any concerns to specific schools for monitoring and follow-up.

Each month after the initial gifted screening test for first graders, the Director requests a list from the IT Department of first grade students who have enrolled in the District after that date. These lists are shared with the school Principals and enrichment specialists to ensure the students will be screened.

The Gifted/Talented Department reviews the data templates prepared for the Quarterly Reports and conducts an internal audit of the data, cross-checking actual students with raw numbers. The Director summarizes each area for the Quarterly Report.

### Attendance

Each school monitors its student attendance daily. Attendance is reported by the teacher. This report is then entered into the student database by the designated attendance secretary at that school. Weekly meetings are held in each school to review the attendance data. Students not attending school are reported to the administrator in charge of attendance. The TAOEP attendance personnel assigned to each school becomes involved when a student has been frequently absent. Monthly attendance records for each school are checked and reviewed by the District Administrator for Special Projects. Attendance data and analyses by each school and the District is included each Quarterly Report.

### Student Discipline

Discipline data collection and analyses occurs weekly at the campus level. The Assistant Superintendent for Achievement and Pupil Services conducts monthly meetings to review discipline data with high school and middle school Principals and their administrative teams. The Assistant Superintendent holds similar meetings to review discipline data every other month with elementary school

Principals. The Assistant Superintendent also conducts meetings with Principals and Central Office Administrators with discipline as a recurring agenda item. Discipline data and analyses are reported in each Quarterly Report.

### Hiring Data

Hiring and staffing data is collected and reported by the Human Resources Department in accordance with AAEEEO standards. The District provides the annual AAEEEO Report to Plaintiffs' counsel and the Monitoring Team and presents the information at a public Board of Education meeting.

Hiring Data is collected through hiring recommendation packets which campus administrators are required to complete. Data are analyzed for the annual AAEEEO audit. Schools are targeted for interventions based on their success or lack of success in hiring African American candidates. The Human Resources department analyzes hiring data quarterly to monitor the progress of all schools and to support any necessary intervention. Data in the hiring packets include:

- All applications considered for an interview
- All candidates interviewed
- Reasons for screening candidates
- Interview team members
- Candidate recommendations in rank order
- Ethnicity of candidates and interview team members

Certification data and Highly Qualified teacher status are monitored weekly from July through November using Regional Office of Education (ROE) data. The Human Resources Department works with Principals to ensure that all teachers are appropriately certified and assigned.

### Controlled Choice

Controlled Choice data is collected by the Family Information Center into the Controlled Choice database, in consultation with the Controlled Choice Consultant. Data is analyzed through Quarterly Reporting systems and after key checkpoints in the Controlled Choice process (e.g., kindergarten lottery).

## **DATA REPORTING**

Data is reported internally as described above.

Data is reported externally to Plaintiffs and the community at large through several mechanisms:

- Quarterly Reports – The District issues comprehensive reports in each Consent Decree area after the first, second and fourth academic quarters. The last Quarterly Report each year is a comprehensive end-of-year (EOY) report of the school year. Quarterly Reports are submitted to the Plaintiffs and Court Monitoring Team. Quarterly Reports are also made public to the community at large when agreed to by the Monitoring Team.
- Planning and Implementation Committee (PIC) – Reports are presented to PIC as determined by the District or as may be requested by the parties.
- Board of Education – A “Consent Decree Update” is presented at each month’s regular Board meeting, open to the public. The Board also receives additional reports at its public meetings, such as suspension reports, achievement, etc. These updates and reports are also reflected in the Minutes of the Board meetings and informational packets available to the public at the meetings, all of which is regularly disseminated to Plaintiffs’ counsel and the Court Monitor.

## NORTHSIDE SEATS/STUDENT ASSIGNMENT PLAN

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1	Conduct resident enrollment analysis with Dr. Michael Alves	Completion of resident enrollment analysis	IT Dept.; Dr. Alves	Dec. 2006	Monthly	April 2007	
2	Include North Champaign Seats as standing agenda item at every monthly PIC meeting and in each Quarterly Report to the Monitor	<ul style="list-style-type: none"> <li>PIC meeting minutes</li> <li>Quarterly Report</li> </ul>	Dir. of Equity	Apr. 2006	Monthly	Ongoing	
3	The District Administration recommends that the Board of Education reaffirm its commitment to add seats in North Champaign as set forth in the Consent Decree	Board meeting minutes	Superintendent	Apr. 2008	NA	Apr. 2008	
4	<p>Parties meet regularly to develop a plan to provide additional net seating capacity of not less than two elementary strands in North Champaign</p> <ul style="list-style-type: none"> <li>Parties to include counsel, Plaintiffs' representative(s) and District</li> <li>Identify recommended location</li> <li>Identify recommended educational theme or programming</li> <li>Parties consult with monitoring team throughout process</li> </ul>	Recommendation to Board of North Champaign seats plan	Supt.; Plaintiffs' counsel	Apr. 2007	Weekly	July 2007	

#	Procedural Steps	Measurability	Responsibility	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
5	Proposal presented to Board of Education at public meeting	Board meeting minutes	Supt; Plaintiffs' counsel	Aug. 2007	NA	Aug. 2007	
6	Conduct Board meeting(s) to allow for community input on North Champaign seat plan	Board meeting minutes	Board of Educ.	Aug. 2007	Monthly	Oct. 2007	
7	Board of Education approves plan for North Champaign seats	Board meeting minutes	Board of Educ.	Oct. 2007	NA	Oct. 2007	
8	Board of Education approves referendum question to be placed on ballot for March 18 election	Board meeting minutes	Board of Educ.	Jan. 2008	NA	Jan. 2008	
9	Community Committee conducts referendum campaign	Committee minutes	Community Committee	Oct. 2007	Weekly	Mar. 2008	
10	Referendum voted upon during General Primary Election	Election results	NA	March 18, 2008	NA	March 18, 2007	